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ABSTRACT

Focusing on the basic skills of reading, math, and handwriting, the Northern Cheyenne Follow Through Project utilizes six concepts. First, token delivery of contract system for motivation involves having the child earn tokens or work on a contract as he accomplishes tasks in specific skills. During the spend period, he may trade for desired conventional or cultural activities. Second, Behavior Analysis Follow Through classrooms are staffed by a lead teacher and at least two Cheyenne parent aides ensuring each pupil receives individual attention. Third, programmed curricula materials allow staff to describe terminal behavior, measure students' entry skills, provide frequent chances for direct student responses, clear criteria for correct responses, and allow periodic assessment of student's progress. Fourth, to monitor progress, pre-set targets are used as the progress index on a bi-monthly basis. Trainers make periodic classroom visits using a formal observation form. Remediation efforts take place immediately and are followed in one week by another visit. Fifth, staff training and career development are achieved through training all classroom staff members in Behavior Analysis teaching procedures. Cheyenne parents have become valuable instructors and many work toward a G.E.D. or a college degree. Sixth, parent involvement means that the contribution of their own language and cultural background adds a richer classroom environment and provides more response to children's needs, insuring continuity and quality to teaching. (AN)

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Northern Cheyenne Follow Through Project Lame Deer, Montana 59043

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Northern Cheyenne Follow Through Project

Lame Deer, Montana
Phone (406) 477-6350

- **target audience**

K-3

- **description**

An individualized early childhood approach to the teaching of basic skills, utilizing parents as classroom teacher aides.

The Northern Cheyenne Follow Through Project focuses on the basic skills of reading, math, and handwriting. It utilizes the following six concepts: (1) token delivery of contract system for motivation; (2) individualization; (3) programmed curricula; (4) progress monitoring; (5) staff training and career development; (6) parent involvement.

A unique feature of the project is the use of traditional native activities as a reinforcement for appropriate social and academic progress. Thus, culturally relevant motivators are used to sustain efforts in basic skills areas.

The utilization of parents as classroom teacher aides has provided an opportunity for active parent and community involvement. The parents also serve as advisors in policy decisions concerning the project. With the use of programed materials and effective progress monitoring, children are progressing at a rate that enables them to work at a level comparable to their respective grade levels.

- **implementation requirements**

Adoption decisions must be jointly considered by all school personnel in coordination with parents. Orientation and training for implementation should occur at all stages for all involved. Hints for those considering adoption are: (a) assign one monitor person to be responsible for communication and gathering of information; (b) establish a parent or community advisory board for planning. Training materials for staff development are required for initial start-up; these would not be required for maintenance. Program implementation requires at least two years. The project begins in kindergarten and first grade, then advances to the second and third grade.

• adoption steps

1. Contact the Developer/Demonstrator or State Facilitator
2. Arrange for a site visitation, if possible
3. Prepare an adoption agreement with the Developer/ Demonstrator and State Facilitator
4. Purchase materials
5. Participate in the Northern Cheyenne Behavior Analysis Follow Through Resource Center Workshop
6. Implement the classroom Parent Aide Teaching team

• assurances/claims

Evaluation data shows that children enrolled in the Northern Cheyenne Follow Through Project score at or near grade level on standardized measures of reading and arithmetic.

• services available

A Follow Through Demonstration Site.

Awareness materials are available for dissemination. On-site visits would allow prospective clients an opportunity to view project classrooms and slide presentations of all components of the project.

• contact

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• program overview

The Northern Cheyenne Behavior Analysis model of Follow Through incorporates familiar educational techniques in a unique way to provide a new learning opportunity for young children. The model includes team teaching, programed instruction, individualized teaching and a positive motivation system. The result of this unique system increases achievement of children and parents in the educational process of our youth.

Behavior Analysis follows a flexible but standard pattern. The main emphasis of the program is addressed to the basic skills (e.g., reading, arithmetic, spelling and handwriting.) This doesn't mean that other areas of curriculum are secondary in importance, but basic skill acquisition is necessary for success and achievement throughout a student's school experience. A pupil without basic skills is denied access

to the existing school system and fails to develop the necessary skills for independent learning required at other grade levels. Also, since a pupil's attitude toward himself and school in general is a function of the way he is treated, it is quite obvious that a student who scores low on achievement tests becomes labeled an under achiever and many times suffers this stigma the rest of his academic career. Therefore, the first academic priority for our children in the Northern Cheyenne Behavior Analysis Follow Through is mastery of the basic skills.

To provide frequent individual student attention is a difficult task for a single teacher. To allow for the necessary individual student attention, our Behavior Analysis Follow Through classrooms are staffed by three or four adults. A lead teacher heads the team and takes responsibility in instruction in reading. The parent (aides) concentrate in the areas of math, spelling and handwriting. This type of team approach ensures that each pupil receives the individual attention to learn at his potential. Our parents by contributing their own language and cultural backgrounds make the classroom environment richer and more responsive to the needs of our children.

• materials costs

	Price
The Behavior Analysis Classroom	$ .75
Tokens For The Behavior Analysis Classroom	$1.00
A Teaching Guide Behavior Analysis Certification: How To Become Certified As A Behavior Analysis Specialist	$ .55
Computer Feedback in the Behavior Analysis Classroom: A User's Guide	$2.00
Behavior Analysis Certification: Observation and Training Procedures	$3.50
A Guide To Staff Training	$3.50

• curriculum and motivation

Northern Cheyenne Follow Through classrooms are structured through the use of token economy or student-teacher contracting systems. A crucial component of these systems is the positive reinforcement of academic and social progress through contingent adult praise and access to desired activities; children are motivated when they are given positive incentives to begin and carry through on learning tasks.

The kinds of contingent activities, or "backups", used in the Northern Cheyenne project constitutes one of the program's unique features. In addition to the conventional games and enrichment lessons which are usually available as reinforcers to children in Behavior Analysis classrooms, Northern Cheyenne children may choose from a wide variety of Cheyenne cultural activities. These include the cooking of traditional foods, simple Cheyenne language instruction, legend telling, dancing, and making of ceremonial

costumes, beading, and the Cheyenne Handgame. Cultural activities are highly valued by the children, as their generally greater worth in exchange demonstrates. Thus, culturally relevant motivators are used to sustain efforts in the basic skills areas. Moreover, the children are provided with school-based opportunities to experience aspects of their own culture in a positive, "rewarding" context. Until the advent of Follow Through, Cheyenne activities were seldom available in the school and never systematically introduced as part of the instructional program.

Northern Cheyenne Follow Through instructional materials allow the staff to: 1. describe the terminal behavior, or set of skills, that the student will be able to demonstrate after completing the curriculum; 2. measure the student's entry skills and allow for the individual placement of students with different entering levels; 3. provide frequent opportunities for the student to respond in a way that can be directly observed by the teacher; 4. provide clear criteria for correct responses so that closer approximations to the instructional objective can be differentially reinforced; 5. provide for the periodic assessment of the student's progress and provide corrective prescriptions as necessary, based on the student's performance at prescribed check points; 6. be flexible enough to accommodate children who work at different rates.

The Northern Cheyenne Follow Through Classroom Schedule allows children to work in small groups at their own pace, moving from one instructional area to another. Teaching teams initially award tokens, along with verbal and/or physical praise, to reinforce the appropriate academic or social behavior of the child. Teachers give attention to each child and reinforce, according to individual rates of progress. The day is divided into earn and spend periods. The child earns tokens or works on a contract as he accomplishes tasks in the specific skills. During the spend period, he uses his tokens or completed contract to trade for desired conventional or cultural activities.

• monitoring pupil progress

Pupil progress is monitored on a bi-monthly basis. Pre-set targets are used as the progress index. For most curricula, the pre-set targets are correlated with end-of-year achievement. The use of frequent monitoring and assessment allows the teaching staff to make changes in teaching procedures and motivational techniques to enhance pupil performance. Additionally, each teaching team uses a daily placement and targeting system to insure that the long range goals can be met. The in-book tests provided by the curriculum materials allows each teacher to insure the maintenance of high levels of accuracy and comprehension. To insure and assist in on-going program implementation, staff trainers make periodic classroom visits using a formal observation form. The form provides a permanent record which isolates specific teaching procedures which may need remediation. Such remediation efforts take place immediately and are always followed-up by another observation during the next week.

• the teaching team and team planning

Daily planning as a teaching team is an essential part of Northern Cheyenne Follow Through classrooms, in order that each teaching member in the classroom can plan together for the following day's lessons, to compare notes on various children and to exchange ideas that may be very useful to one another.

In Northern Cheyenne Follow Through classrooms, child/adult ratios are generally 8 to 1 in kindergarten and first grade, and from 10 to 1 in second and third grades. The classroom teaching team consists of a lead teacher who is responsible for overall supervision and reading instruction, and at least two parent teacher aides who teach arithmetic, handwriting and spelling. All classroom aides are Cheyenne, which provides children in each classroom with a community role model and, in isolated cases, allows the few children whose first language is Cheyenne to communicate more easily. The presence of teacher aides also makes possible greater individualization of instruction, more frequent performance monitoring and systematic scheduling of motivational procedures. All classroom staff members are trained in Behavior Analysis teaching procedures and curriculum usage by the Northern Cheyenne Follow Through Staff Trainers.

• parent involvement component

The main objective of the Northern Cheyenne Follow Through Program is to increase student achievement by providing parents and other community members with an opportunity to participate in the education of their children and, at the same time, enhance their own educational or professional standing.

Parent involvement is the key function in the maintenance of the Northern Cheyenne Follow Through Program. Cheyenne parents have been actively involved in such activities as: (1) participation in the process of making decisions about the nature and operation of the project through the Policy Advisory Committess (PAC); (2) direct participation in classroom, school and project activities as paid employees, volunteers, or observers; (3) regular contacts between home and school; (4) parent educational and community activities which parents have helped to develop.

Parents serve as majority members of an executive main PAC and two local PACs. The Northern Cheyenne Follow Through Policy Advisory Committee (NCPAC) is the main PAC. It establishes policy for the entire project and in conjuntion with the local PACs has authority for decisions on such matters as staff selection, budget preparation and monitoring, and program planning. No important matter concerning the Northern Cheyenne Follow Through Program is resolved without the involvement of the NCPAC.

The Northern Cheyenne Follow Through Policy Advisory Committee strongly encourages active parent participation. It has been our experience that such active parent support insures the continuity and quality of teaching. Other gains in enrollment and attendance have been noted in our project classrooms. By contributing our own language and cultural backgrounds we make the classroom richer and more responsive to the needs of our children.

With appropriate training Cheyenne parents have become invaluable classroom instructors. These parents are hired by the local PACs at the end of each school term for the following school term. Without these parents it would be impossible for our children to obtain the advantages of small-group individualized instruction. Cheyenne parents who have worked in the program are expanding the positive aspects of the program into the home. With the understanding of the principles of positive reinforcement, our parents are better prepared to assist professional educators in the education of our Cheyenne children.

Another measure of parent and community involvement is the degree to which parent teacher aides have improved upon their own educational situations by working toward their G.E.D.'s or college degrees. College courses are made possible by the Supplementary Training Associates (STA) Program.

Indian parent representation on the Reservation school boards has greatly increased since the beginning of Follow Through on the Northern Cheyenne Reservation in 1969. Current school board members have been actively involved in Follow Through, either through PAC membership or through classroom employment.

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